DOCUMENT RESUME

ED 246 731 HE 017 309

AUTHOR Dunkle, Sondra
TITLE Projections into the Future of Higher Education.
PUB DATE Nov 83
NOTE 11p.; Doctoral degree required paper, Nova University.
PUB TYPE Viewpoints (120)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College Role; Community Colleges; *Demand Occupations; Educational Demand; *Educational Trends; *Education Work Relationship; Higher Education; *Prediction; Trend Analysis; Universities

ABSTRACT

Trends and projections concerning the objectives and practices of higher education are discussed. It is noted that there is increased public demand for fewer courses in humanities and more courses in engineering, business, computers, and vocational-oriented programs. While remedial courses and learning assistance programs are still being offered on campuses, admission standards are rising. Colleges are hindered in hiring new faculty in the areas of high demand because new faculty positions are not available due to the tenure system. One alternative for the future is to let community colleges be responsible for remedial education. It is projected that the community college will continue to be the appropriate place for such courses as community education, self-growth and career (vocational) training. Tuition rates are projected to continue to rise, but at a slower pace. Tuition increases might be offset by new tax breaks for families paying for college education. Projections are also offered concerning: practices pertaining to tenure, the need for retraining for jobs throughout the working years, high-demand occupational fields, and the relationship between college and industry. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED246731

PROJECTIONS INTO THE FUTURE OF HIGHER EDUCATION

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Sondra Dunkle

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

by

Sondra Dunkle, M.Ed.

California State University Fresno

HE017 309

A PAPER PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

November 1983

OVERVIEW OF CURRENT SITUATION

How interesting it would be to hear the comments that would be made by some of our early educators in higher education, could they return to visit our present society and view our institutions of higher education. Many of the original beliefs in the purpose of higher education were to enrich one's life, help formulate life philosophies, and produce more productive citizens. Mass education at the primary and secondary levels was designed to teach basic skills in preparation for a vocation or increased chances of employment. Higher education was for more esoteric pursuits, focusing heavily on the humanities/liberal arts. In those early years fewer people attended college, as with a high school degree (or less) they were rather easily absorbed into the agrarian work force or into factory jobs.

As our society became more industrialized, mass education at the primary and secondary levels took on more importance. Fewer people could be absorbed into agriculture and industry expected a minimum level of skills, as well as behaviors which were compatible with factory work. Alvin Toffler (25) believes mass education served industry by developing in students a sense of punctuality, obedience and tolerance for rote, repetitive work. Ambitious people, or offspring of well-to-do parents attended colleges and universities.

After World War II, the GI bill and other federal assistance monies made higher education more accessible to more people. High admission standards dictated that the majority of students were from at least the

upper one-third of their high school graduating class and thus possessed basic skills in math and English. The curriculum was heavy in humanities. The advent of the Vietnamese War attracted an increased student load due to the possibility of avoiding the draft. Formulation of community colleges was meant to better serve communities, provide open access to people of all abilities, provide remedial education, vocational programs, and prepare students for transfer to four-year institutes.

Today, one might note many conflicts, or differences between the purposes of higher education earlier, and what is occuring today. Fewer and fewer people are obtaining doctorates in humanities areas (3). Incoming freshmen cite their goals for going to college as "to make more money", "to get a better job" (16), have decreased interest in college teaching, scientific research and social work, but show increased enrollment in career areas such as business, engineering and computers (20).

Educators predict an increasing need for teachers, particularly in the math and science areas (10) (18) (20). Colleges and universities are experiencing a shortage of faculty in the areas of business, engineering and computers (16) (20). Faculty are not being attracted to these areas because of the difference in salaries between industry related jobs and teaching (10) (18) (20).

Complaints are voiced that many college graduates are functional illiterates. One reason may be that students who do not learn their basic skills in primary and secondary schools are passed on to the college level. Another reason may be that teachers in secondary education are not well educated themselves and have difficulty passing basic skills tests (17) (23).

Computer education, in high demand, is being offered at more and more colleges despite the lack of enough teachers, and is becoming a pre-requisite to graduation at many colleges (9) (14). Many educators feel that introduction to computers, and computer programming should begin at the elementary school level. The problems are financial and it appears the wealthier schools are offering more classes and more computers, while the poor schools are concerned with basic textbooks and "a bathroom that works" (8). In California, under former governor Jerry Brown's "Investment in People" program, fifteen technical education computer centers have been set up throughout California. Of the available budget, 60% goes to math, science and computer education, with emphasis on grades seven through twelve. The policy making board consists of representatives from all levels of education (24).

How are the institutes of higher education reacting to the public demand for less courses in humanities and more courses in engineering, business, computers and vocational oriented programs? In a haphazard manner, one might say. The battle lines between liberal arts educators and vocational educators have been drawn since the advent and formation of higher educational institutes. Thus it may not seem surprising that the colleges and universities are reacting in an almost schizophrenic manner.

On the one hand, remedial courses and learning assistance programs are still being offered on the campuses, while admission standards are rising. California State University Fresno (CSUF) recently increased its admission standards to four years of English and two years of math at the high school level, while increasing standards for the TOFEL (test of fluency in the English language) and the English Equivalency Exam, as have other universities (2).

Despite student interest in vocational courses and less humanities, CSUF recently raised its General Education (GE) requirements from 48 to 54. The Los Angeles Community College District has doubled its required courses for a two year AA degree from fifteen to 30 to assure that a degree "reflects a solid academic background" (13). As more and more people turn to education from non-traditional sources (government, industry, private businesses or vocational schools), the institutes of higher education continue to raise tuition (11) (1) (15).

The colleges are hindered in hiring new faculty in the areas of high demand because of salary limitations and also because many campuses are over-tenured in the areas of humanities and liberal arts (where enrollments have dropped), such that new faculty positions are not available. The tenure system, originally designed to protect academic freedom, is being scrutinized closely and accused by some as serving to protect incompetents. In American institutes of higher education, 59% of all full time faculty are tenured.

PROJECTIONS INTO THE FUTURE

If people are becoming more interested in technological education and vocational education, less interested in humanities and more demanding that graduates possess at least basic skills, how will higher education respond? Who is responsible for teaching basic skills, and do remedial courses belong in higher education? If students do not have proficiency of basic skills in high school should they be denied a diploma? What avenues would be available to these people should they decide to upgrade their education at a later time? To expand courses offered in Adult Education through the high schools would relieve higher education of some of the burden. Others

feel that remedial education belongs to the community colleges, with the community colleges being responsible for establishing closer relationships between the high schools to encourage more frequent testing and proficiency exams prior to graduation (28). If this were to happen, fewer remedial courses will be necessary in the four year colleges and universities.

The community colleges will continue to be the appropriate place for such courses as community education, self growth and career (vocational) training, with the four year institutes continuing to demand somewhat of a background in the humanities before granting a degree. In fact, people who already have a college degree, but opt to take personal growth courses in a community college may be charged higher tuition (28).

Tuition rates will continue to rise, but at a slower pace (15). Increases in tuition will be offset by new tax breaks for families paying for college education (12). The Reagan administration will pump money into science and technology education to encourage degrees in these areas (19).

Colleges will improve their ability to offer technological courses by refining the tenure system so that the ratio of tenured to non-tenured will not be so high. Thus new professors could be hired into the areas of high demand. The suggestions for eliminating tenure will meet with disapproval of faculty and unions. Instead, probationary periods will be increased from seven to eleven years with full benefits to the instructor during that time period (5).

As our society changes and the work role changes, citizens will find themselves training and retraining for jobs throughout their working lives. Some professions, such as nursing, dentistry and veterinary medicine, have overproduced their manpower supply, so fewer college prep courses in these

areas will be offered. (7) (26) (27) There will also be decreased demand for training for such jobs as clerical and sales, textile, automotive and steel work. As computers and robots take on increased inportance in our society, people will turn to institutes of higher education for training in such areas as genetic engineering, solar technicians, computer programming, robot technicians, housing rehabilitation, energy conservation, geriatric social workers, laser technicians, wast disposal technicians, holographic specialists, paramedics, nutritionists and service personnel such as chefs and personnal services (4).

The citizens of the future will be less responsive to a physician directed medical care system and will be searching for information on preventive medicine psychological health, nutrition, exercise, home energy systems and information on aging (21). These people will be less likely to train for one career which they will remain in for a lifetime. Rather they will train and retrain throughout their working lives. The institutes of higher education will be expected to meet these educational needs, even while in competition with expansion of private educational enterprises (11). Higher education will need to take a leadership role in organizing these courses and providing a working relationship between industry and education, even to the extent of exchanging teachers and awarding college credit for work experience. Another option for four year institutes is to offer retraining programs while awarding second bachelors degrees, and waiving the GE requirements for the second bachelors. One might predict higher tuition fees for people working on that second bachelor's degree.

The response of higher education to the demand for computer programming will be interesting and may well play out a scenario for how it will respond to future student needs. As two and four year institutes of higher education gear up to offer more computer courses, students at elementary and secondary levels are already learning programming. In a few years these students will be in college and will be bored with the level of courses being offered. Colleges must now quickly coordinate their offerings with what is being offered in the elementary schools to lead to a continuity of curricula. This process will hopefully lead to a better coordination and methodology of educating students for the rapidly changing careers of tomorrow. It is fitting that computers should initiate the process for "the next major structural development in human intelligence is likely to be a partnership between intelligent humans and intelligent machines" (22).

REFERENCES

1. Armbruster, S. "$64 Fee Boost Voted for FSU." Fresno Bee (Calif.) Jan. 11, 1983, p. 1.

2. _____ "Tough CSU Policy May Limit Foreign Enrollment." Fresno Bee (Calif.) Nov., 18, 1982, p. B1.

3. "Bleak View from the Ivory Tower." Time. Jan. 24, 1983. p. 64.

4. Cetron, M. and T. O'Toole. "Careers With a Future." The Futurist. XVI, No. 3(June, 1982) p. 11-19.

5. Chait, R. and T. Ford. "Beyond Traditional Tenure." Change. July/ Aug. 1982. p. 26.

6. Cohen, A. and Brawer, F. "The Community College As College." Change. Mar. 1982, p. 39.

7. "Dental Schools Suffering the Pains of Success: They May Have Trained Too Many Dentists." Chronicle of Higher Education. Oct. 13, 1982. p. 8.

8. Faflick, P. "Peering Into the Poverty Gap." Time. Nov. 15, 1982. P. 69.

9. Farrell, C. "Guilford Studies Computer Proficiency as Requirement for Graduation." Chronicle of Higher Education. Feb. 2, 1983 p. 2.

10. Fresno Bee (Calif.) "U.S. Math, Science Teaching Lags." Dec. 27, 1982, p. 4.

11. Guzzetta, D. "Education's Quiet Revolution - Changes and Challenges." Change. Sept. 1982, p. 10.

12. Hook, Janet. "Families Saving for Colleges May Get Tax Breaks." Chronicle of Higher Education. Jan. 26, 1983, p. 1

13. In Brief, "Los Angeles Two-Year Colleges Double Required Courses." Chronicle of Higher Education. Feb. 2, 1983, p. 2.

14. Kennedy, J. "College to Equip All Dorm Rooms with Terminals." Chronicle of Higher Education. Jan. 26, 1983, p. 10.

15. Magarrell, J. "College Tuition Rates Expected to Continue Rising, But at Slower Pace." Chronicle of Higher Education. Jan. 26, 1983, p. 7.

16. Magarrell, J. "Freshmen Aim to Make Money, but Shift Slightly to Left Politically." Chronicle of Higher Education. Jan. 26, 1983. p. 10.

17. McClatchy News Service. "New Teachers Face Entry Tests." Fresno Bee (Calif.) Dec. 17, 1982. p. 1

18. _____ "Riles Predicts Tough Time for Educators." Fresno Bee (Calif). Dec. 15, 1982. p. 8.

19. McDonald, K. "Administration Will Stress Science Education." Chronicle of Higher Education. Feb. 2, 1983. p. 14

20. McGrath, E. "Low-Tech Teaching Blues." Time. Dec. 27, 1982. p. 67.

21. Ornstein, A. "Aims of Education for Today and Tomorrow." Educational Horizons. 61, no. 1 (fall, 1982). p. 41.

22. Sagan, Carl. The Dragons of Eden. N.Y.:Ballantine Books, 1977.

23. Schrag, P. "Illiterates with Diplomas." Fresno Bee (Calif.) Jan. 19, 1983. p. 10.

24. Statement by Jim Shaver, Chairman of Region 10 Teachers Educational Competency Policy Board, Personal Interview, Fresno, Calif., Jan. 29, 1983.

25. Toffler, A. The Third Wave. N.Y.:Bantam Books, 1981.

26. Watkins, B.T. "U.S. Urged to Support Nursing Education to End Specific Shortages." Chronicle of Higher Education. Feb. 2, 1983. p. 15.

27. Winkler, K. "Fast Growth of Veterinary Education Begins to Abate." Chronicle of Higher Education. Jan. 26, 1983. p. 8.

28. Zoglin, M. "Redefining the Role of the Community College in an Era of Declining Resources." Change. Sept. 1982. p. 36.